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College Accepts 104 Black Applicants for Next Year

by Sue Heinemann '70

Wellesley has accepted considerably more black students for its freshman class than any of the other Seven Sister colleges. As a result of the intensive recruitment effort, there was a 600% increase in black applicants, according to Miss Barbara Clough, director of admission. In comparison to 20 black acceptances out of a total of 750 acceptances last year, Wellesley has accepted 104 black students out of a total of 740 acceptances. Miss Clough noted, "A substantial number of these students come from ghettos. There is also an amazing spread of black students from across the country."

In an interview last Friday, Miss Clough and two faculty members of the Board of Admission — Mrs. Elizabeth Conant, assistant professor of biology, and Mr. Alan Schechter, assistant professor of political science — discussed the implications of these statistics. Pointing out a magnificent bouquet of flowers sent in congratulations by the deans, Miss Clough commented on the greater involvement of the community in admissions

this year. "More faculty, more students and more alumnae than ever before have participated," she stressed.

Uniquely Qualified

In addition to an increased black enrollment, the College has committed itself to 25 students who, according to Miss Clough, "need not be conventionally qualified academically, but who show motivation for and interest in academic achievement, and exhibit other strengths which indicate that they will enrich the Wellesley College community."

Although these girls have been labeled "uniquely qualified" during the admission process, once they arrive at the College only the freshman dean and Mr. Donald Polk, director of special programs, will know who they are.

Miss Clough felt that the very existence of and commitment to this program had increased the number of racially and ethnically diverse applicants for the regular admission program. In particular, she noted an increase in applications from poor whites, blacks, Puerto Ricans and

American Indians. A substantial number of schools with which Wellesley had had no previous contact sent applications, once informed of this program.

Fearing what the "uniquely qualified", who come from poor educational backgrounds, will have to face, Mr. Schechter emphasized that the College community must commit itself to changing its present outlook, that the students and faculty here will have to look beyond their own middle class orientation to accept these girls socially and academically. "Are the students here prepared themselves to bend?" he asked. "Many of these students have been pushed in the wrong direction, into commercial and business courses, by the American educational system. Some stood out because of the way they had surmounted these difficulties; all showed strong characters. . . Will Wellesley help them or harm them?"

Mrs. Conant also emphasized the need to provide a happy experience for these girls. "While reading their applications I often wondered, she'd

be wonderful for Wellesley but will Wellesley be right for her?" she remarked.

Transfers and Waddell Fellows

Outside of the freshman class, 33 transfer students have been accepted. Two come from foreign schools, ten from universities, three from junior colleges and 18 from four year private colleges.

The Catherine Hughes Waddell Fellowship Program granted six fellowships, providing the full cost of tuition, room and board, to women graduates of United Negro College Fund institutions. These are students who have made a commitment to secondary school teaching and who wish to increase their scholarly preparation in their area of study.

Behind the Decision

Serving on the Board of Admissions this year were the four faculty members elected by Academic Council; Mr. Schechter, Mrs. Conant, Miss Grazia Avitabile, professor of Italian, and Miss Germaine Lafontaine, professor of French. Miss Clough, Mr. Polk, and Mrs. Harold W. Melvin, Jr., dean of students, also voted on applica-

tions. Miss Jean Crawford, professor of chemistry, who is on leave this year, read for Miss Ruth M. Adams, president of the College. In addition, Miss Jean Burnette, black recruiter, voted on black applicants.

Mr. Schechter explained that each application is read and voted on independently by four Board members. Stressing that there are no computerized standards, he stated, "We sometimes reject students with all 700 board scores for others who will add more to the College."

Reading is done by regions, states and cities in order to evaluate the student within her environment. "We read geographically because we can't judge a girl from Louisiana in the same way we judge someone from New York state," Mr. Schechter noted. "We can't assume that a girl from Louisiana will get the same high board scores as a girl from an excellent Massachusetts suburban school." In addition Board members read all applicants from the same school together, as well as the Wellesley records of past students from (Continued on Page 6)

WELLESLEY NEWS

Vol. LXII

WELLESLEY, MASS., APRIL 24, 1969

No. 24

Ethos Questions Admissions Board, Discusses Problems

by Sue Heinemann '70

When Ethos learned that only 87 black students had been accepted and 21 were on the black waiting list, they went to the Board of Admission for an explanation. "Ethos was willing follow-up letters encouraging all the black girls accepted to come; we had to know beforehand who had been accepted so that these letters could be sent out with the acceptances," stated Francine Guy '71, president of Ethos.

"After checking with the Admissions Office we found there were only 87 letters to be written; we had expected a much larger number," she continued. "We asked why only 87 had been accepted, since this was not much of an increase over last year, considering the great increase in the number of applications. At this point we found out that 21 were on the waiting list. The Board of Admissions had told Ethos earlier that their commitment was to accept all black students who were qualified in order to significantly increase the number of black students on campus," Francine stressed.

Commitment Made

"Ethos then called a meeting with the Board," she added. "We felt that in order to insure a significant number of black students accepting Wellesley, the 21 waiting list girls should also be accepted. We asked why, if these students were qualified, they had not been accepted." According to Francine, the Board was somewhat confused and could only reply that they were slightly less qualified. Ethos argued that if they were on the waiting list and not rejected, this indicated they could do the work here.

"The final consensus of the Board was that since they did not remember who was on the waiting list and why, they should indeed go back and

review each girl and accept all those whom we compiled had been who were 'qualified' since they had made this commitment," Francine stated. "After reviewing the applications they accepted 17. The other four hadn't completed their credentials, so now there are four students on the black waiting list, pending the completion of their applications," she concluded.

On the Board

Describing her experience as a student representative to the Board of Admission, Jenny Bell '70 explained that they haven't been able to do much this year. She felt, "Students should have a vote or at least be able to make advisory comments on applications. We're closer to the girls, just as in interviewing, and we feel that we can make a significant contribution."

Although Jenny happens to be an Ethos member, there is as yet no guarantee that the Board will always include a black student representative. She stated that at their last meeting, "Miss Clough supported the idea that there should always be an Ethos member on the Board."

Asked about her reaction to the increased black applications, Jenny commented, "It's a somewhat impressive number compared to Wellesley's past performance, but it's something they have to continue and expand. I don't see anything being done for black recruitment next year. They haven't found anyone to replace Jean Burnette. Nor have they made any plans about summer recruitment known to Ethos."

Over the Summer

Last summer Alvia Wardlaw '69, Yvonne Smith '70 and Linda Brown '70, all Ethos members, worked in the Admission Office. "We could have been more effective if the in-

formation we compiled had been used immediately and placed in the right hands," remarked Yvonne. She explained that the scope of their efforts had been limited by restricting recruitment to the area bounded by Chicago, Washington, D.C. and Boston. "They should cover a larger geographical area and get started right away," she suggested.

Alvia indicated that although schools are closed during the summer, there are many alternative organizations like Upward Bound and METCO which recruiters could contact. "There's no problem as long as the College has enough foresight to inform these organizations that they really want to recruit," she emphasized.

Reacting to the results of black recruitment this year, Alvia noted, "I'm pleased with the number of acceptances but I'm more worried about how many will accept Wellesley. I don't expect this to be a one shot affair. In my opinion, the Admissions Office hasn't given any evidence it will continue. They aren't hiring anyone to do summer recruitment."

Yvonne cited the need to find a replacement for Miss Jean Burnette, the black recruiter. "It has to go further," she stressed. "There has to be a commitment on the part of the College. The whole atmosphere here has to be changed."

"We won't be satisfied until we can stop asking what they're doing, how many they've accepted and so on," concluded Alvia. "It should be something that just happens. The mere fact that there was a 335% increase in acceptances should be embarrassing, not something to gloat over. It just shows where the College was in the past."



Shelle Trice and Ethos president Francine Guy, both '71, write to accepted black applicants to encourage them to come to Wellesley. photo by Chelsea

CG Creates Alumnae Board, Tables SRC Judicial Report

Senate, in its open meeting Apr. 22, passed a motion calling for the selection of 3 students to serve on a joint student-alumnae committee. Mrs. Nan Ellen Swansen, president of the Alumnae Association, initiated the committee to be composed of 3 alumnae and 3 students to explore channels in which relations with alumnae might be improved. Although specific dates have not been set, students will nominate themselves and appear before a panel of selected Senate members who will make the final selection.

The Judicial Report composed by the Structural Revision Committee was tabled and will be discussed at Senate's May 7 meeting. The remainder of the meeting was devoted to committee reports containing problems, accomplishments, and prospects for Senate committees, many of which need interested student members.

Lectures and Forum

Marianne Chawluk '69, chairman of the Extra-curricular Committee, told that having student consultants for the college's lecture committee

should be continued. It was explained that departments have the final responsibility of bringing speakers on campus, not the Lecture Policy Committee.

To create a channel through which students might bring speakers on campus Vicki Boucher '70, Sue Irving '71, Liz Good '71, Pixie Loomis '70 and Mr. Alan Schechter, assistant professor of political science, as advisors, were appointed a subcommittee to revitalize Forum. Mr. Schechter felt this especially necessary due to the "uniquely qualified" who have been admitted who may find a Wellesley education irrelevant to their needs if some creativity in the college's lecture policy is not exercised.

Hathaway House and Elections

Martha MacDonald '70, student trustee of Hathaway House explained that her role, misunderstood by the other Hathaway House trustees, needs clarification. In a letter to Hathaway House trustees, Senate will explain that she is not only to relay to the college community what they have decided, but also is to (Continued on Page 6)

Stimulus - Response - Challenge

News commends the Board of Admission for the over 335% increase in the black acceptances this year. The figures speak for themselves. (see article p. 1) Miss Jean Burnette, black recruiter, and Ethos deserve equal credit, for it is largely through their efforts that such an increase was possible. Last year there were only 50 black applications; this year the Board could choose from about 300 black applicants.

In extending congratulations, however, we must hope that this trend will continue; that the increase in black acceptances this year is not a one-shot affair. Now is the time to start planning for next year. As Miss Burnette is leaving we hope that the College will hire a new black recruiter soon. A black interviewer is also needed since a black person can better relate to a black applicant and thus more easily evaluate her experiences. Ethos should be more definitely informed of the summer recruiting jobs for black students so that they can make early contacts with local educational organizations. We ask the Office of Admission to take the initiative in continuing the black recruitment program. Ethos should not have to pressure them into action; nor should they have to continually ask questions to guarantee that commitments are honored. The increased black admission should become an accepted pattern; it should not stand out as unusual. A precedent has been set; now it is necessary to follow it.

In order to facilitate the fulfillment of this year's promise, News feels the structure of the Board of Admission should be changed. The chairmanship of the Board should be rotated among faculty members to insure a balance of power between the Board and the Admission Office. In addition, there should be a greater proportion of faculty to administrative members, as it is the faculty who are most directly involved in teaching those who are admitted. Since the Board has found the opinions of student interviewers helpful in its evaluations, we ask that this idea be extended to allow that student representatives to the Board read applications. Certainly the students are closer to the high school experience and can offer added insight to the Board. Only by participating on all of the Board's activities will the student representatives really be Board members, and only then will they be able to evaluate admissions policies.

Yet restructuring is not enough. By accepting 104 black students, the Board of Admission has asked the College community to make a commitment. Wellesley must adjust to a more diverse student body; it must try to create a happy and not a frustrating environment for all these students. The black experience must become just as much a part of the College as the white experience. Black students should not have to assert their dignity; it should be unquestioned.

An additional commitment will be required by the admission of the 25 unconventionally qualified students. These girls must be recognized on their own terms. They must not be expected to conform to any set values. Since they have not necessarily had the same educational opportunities as the rest of the community, and since many of them come from different cultural and social backgrounds, both faculty and students must extend their vision. These girls will contribute much to the community. What will we be able to offer them?

Quo Vadimus?

This weekend, in an exodus to Craigville, Massachusetts, newly-elected Senate officers and committee heads, joint committee members, house presidents, VII Juniors, and organization heads will convene for the annual Wellesley College Student Leaders Conference. For the past year, News editorial policy has underscored the double necessity for "action" and "vision" in implementing change at Wellesley. News sees the Craigville conference as a unique opportunity to unite these two elements.

The Craigville delegates, in their representative functions, are students who have opted to claim their stake in Wellesley's future. In their executive and advisory capacities, they presently have the greatest student potential for making the desired future in reality. Far be it from News to demean the changes in admissions, educational policy, and social regulations which the past few months have brought to the college. Wellesley may, indeed, have traveled a long way in the past year. Next year, however, the nearly fifty transfers to Yale will travel considerably farther. News suggests that the Craigville delegates ask why.

News is pleased to see that a preliminary conference agenda projects workshops on the crucial issues of residence, admissions and recruiting, and educational policy. On the other hand, nowhere have we discovered the slightest allusion to the specific issue of coeducation, which somehow seems to be on the minds of a number of Wellesley girls. Nowhere in the program, furthermore can News find planned any workshop or discussion group which might suggest that "Student Health," "Residence," "Counseling," "Admissions and Recruiting," and "Educational Policy" might somehow be related, that they might even have something to do with amazingly widespread, currently hot issue of student pressure for policy-making power.

In an authoritarian system, the force for change can originate in the mind of a single leader. In the democratically run "community" which Wellesley professes to be, the force for change has to be crystallized from many sides; change must be directed by a common perception of the future of Wellesley, of where to go and how to get there.

One might suggest that what Wellesley really needs is a consensus. News insists that the Craigville delegates must not aim for a consensus, unless they seek also a common vision which will provide the guiding framework for immediate action.

Positive Reading

To the editor:

The proper role of reading period has been under question by both faculty members and students. The Educational Policy Committee views reading period as a positive opportunity for creative and analysis thinking on the part of all involved. Faculty responsibility does not end on May 2. More direction might be given to reading period through the use of supplementary reading lists and additional questions for consideration. None of the above should be seen as additional course requirements but as guides to students in their individual study. A lengthened reading period means the possibility of doing more than "just enough" for an exam or paper. The ultimate responsibility for the effective use of reading period lies with each student.

Francine Rusan, Chairman
Educational Policy Committee

Self-Taught

To the editor:

Today Academic Council votes on whether to include the student-led course, "Liberation: A New Role for Women" in the curriculum next year. Beyond this particular decision lies the general question of the academic validity of student-led courses.

The Educational Policy Committee supports the principle of student-led courses as a valuable learning experience both for those who lead and those who participate. To plan and direct a course — to be responsible for communicating one's knowledge to others — requires thorough integration and analysis of the material. The result is a deeper and clearer understanding of the subject itself. We believe that Wellesley students will be capable of leading stimulating and rigorous courses. The favorable experience of many professors with courses that have relied strongly on student participation — in the presentation of seminar and other reports, or with student-led discussions — indicates the potential of Wellesley students.

Although the student leader will clearly not assume the role of the academic expert, we feel that the course participants can benefit equally from this different approach. Precisely because it will be a student leading the course, the participants will be more aware of the basic fact that education is the student's responsibility.

If Wellesley is to be truly a "community of scholars" it must recognize that teaching and learning can occur other than through accepted channels. The adoption of the principles of the student-led course would rightfully broaden the definition of education at Wellesley. It is one of several steps toward increasing mutual responsibility and respect in this College.

We hope that students and faculty concerned with improving the intellectual life at Wellesley will consider these issues and realize that they can indeed do something about them. We further recommend that students consider designing and leading courses, perhaps as 350 work, and that faculty consider their role in encouraging, or assisting, and approving such endeavors.

Joan Entmacher '70
Educational Policy Committee

Wellesley's Loss ...

Editor's Note: A copy of this letter has been sent to all members of the Appointments Committee with a petition containing 91 signatures.

To All Members of the Appointments Committee:

As students of Wellesley College, vitally interested in its present and future welfare, we must convey our distress at the dismissal of Mrs. Janet Glele from the Sociology Department, effective May, 1970. We feel it our duty to bring to the Committee's attention the meaning of this dismissal for the students of Wellesley: the loss of an inspiring educator, respected as both a teacher and an individual.

There is no need to discuss Mrs. Glele's background; even a superficial

examination of her qualifications is impressive. Many of us have chosen Sociology as our major and as a future field of study as a result of our experience in her courses. Her lectures and seminars portray an outstanding ability to communicate with students and to impart to them her insight on such issues as the family, the educational institution, and the role of the woman in the contemporary world. Although all are most relevant, the last field is of special interest to this college community.

An example of Mrs. Glele's popularity as a teacher is Sociology 102. Many have deliberately applied for her section because of her outstanding reputation.

As a teacher, advisor, and member of the Wellesley community, Mrs. Glele has given of herself and her time unsparingly. She has taken a personal interest in both her students and the college at large.

The teaching ability of a faculty member should be the most crucial factor in evaluating his or her qualifications. Thus Mrs. Glele clearly warrants a position in Wellesley's Sociology Department. We ask the committee to reassess the grounds for her dismissal. If this decision is carried out it will be Wellesley's loss and we shall feel it acutely.

We expect to hear from the Committee in the near future.

Sincerely,

Anna May Beha '72
Elizabeth J. Ruitman '71
Elizabeth Page Talbott '72

Be Prepared

To the College Community:

It has been my privilege this year to serve on the Board of Admissions and to have participated in the effort made by Students, Alumnae and the Administration to translate into reality the aim to increase substantially the diversification of Wellesley College. I won't say that the sailing was always smooth or that all hands did not have to work overtime, but it was a good voyage during which we discovered many new and different persons who, we hope, will become our friends next year.

There is no doubt that Wellesley will be a more diversified and exciting community. But this is only the first step. It will be up to all of us to transform diversity and excitement into a positive and constructive experience for each individual and for the entire community. The challenge requires forethought and wisdom.

Are we prepared?

Grazia Avitabile
Professor of Italian

Carbou "Coeds?"

To the Editor:

The Ubiquitous Coed

We noted the following coincidence in the opinions of men at coed week at Wellesley and at Wheaton.

Wellesley News, April 17, 1969

To the editor:

Unlike a Princeton freshman whom I had the "distinction" of meeting this past week, I was not

awed by the predominance of Nassau-tanned faces. (No, he was not trying to make a pun.) As a matter of fact, I was not awed by very much. To paraphrase Tony Bennett, "the nothingness of Wellesley" left me rather cold.

I would, however, like to thank the girls in this hotbed of relevance for causing me to realize for the first time just how much I appreciate the women of Pembroke. The grass is not always greener. . . .

Disappointedly,
Michael C. Hobart
Brown, '71

Wheaton News, April 17, 1969

To the Editor:

I, unlike the alleged Yale freshman, was not awed by the large number of Nassau-tanned faces. As a matter of fact, I was not awed by very much. To paraphrase Tony Bennett, "the nothingness of Wheaton" left me rather cold. The excitement of life within the dimple left much to be desired.

I would, however, like to thank the girls in this hotbed of relevance for causing me to realize for the first time just how much I appreciate the women of Wellesley. The grass is not always greener. . . .

Disappointedly,
a Wheaton "coed", 69

We wondered what he thought of Vassar, and Holyoke, and Smith and . . .

Sincerely,
David Lester
Psychology
Wellesley College

Joan Lester
Psychology
Wheaton College

Ed. note: Wellesley and Wheaton coed weeks ran concurrently.

Sammy Sauteed

An open reply to Mr. Samuel Seskin, Yale 1972:

What did make Sammy run? Having read through his letter in last week's News several times now, I still cannot quite grasp his reasons for leaving. If they were the undesirable living accommodations, then he can jolly well stand in line behind the rest of us. The dullness? The lack of interchange with the opposite sex? The over-present Administration? A stifling classroom atmosphere? Well, gosh — they wanted to share a "Wellesley experience" with us, didn't they?

The man's search for entertainment in the heart of beautiful Wellesley College was thwarted, and for this I sympathize with him. But I remain suspicious of the type of entertainment he was searching for. He decried the distance (emotional and physical) between Billings and the dormitories. He felt restrained by the "narrow-minded puritanical administration" which was also Prudish with a capital P, and suffered from what he terms "sensory deprivation," disappointed with the "liberated woman." I somehow suspect that the campus policeman who denied Mr. Seskin his attempted re-entry was doing that dormitory a la-

(Continued on Page 7)

WELLESLEY NEWS

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Sophs Plan Weekend for Dads HEW Initiates PREP, Offers Education Research Results

by Martha Wasson '71
"Anything for dear old Dad," quipped Tiz Good '71, chairman of Sophomore Fathers' Day. Three hundred fathers of sophomores wearing wild ties designed by Barb Bloom '71 will participate in activities including anything and everything May 3 and 4.
Saturday morning, May 3, is filled with academic pursuits. Five seniors will speak: Jan Krigbaum and Hillary Rodham on "Girls, Government and the Gap"; Kris Olson on "Compensatory Social Justice"; Frances Ferguson on "Randall Jarrell: A Modern Poet's Ideas of Suffering"; Eileen Flanagan on "The Trinity in the Theology of Paul Tillich."
Following the student talks with faculty members, morning coffee will be served in the six society houses. Then each society house will be headquarters for an informal discus-

sion with various students, faculty members, and administrators serving as panel members and discussion leaders. Discussion topics are: "The Role of the Museum in Today's Society," "The College's Role in Social Jurisdiction," "Changing Attitudes Toward War," "Youth's Attitudes Toward Business," "Student Recruitment: To Whom Should Wellesley be Responsive?" and "Contemporary Questions Concerning Individual vs. Social Morality."
Discussions and Faculty Speakers
Sophomores and their fathers may then attend a faculty lecture. Faculty speakers include: Mrs. Nelson Bell, professor of economics, on "The Negative Income Tax"; Miss Helen Pakyla, professor of biological sciences, on "Form and Function in Animal Cells"; and Dr. Boris Magasanik, chairman of the biology department at MIT on "The New Bi-

ology."
After lunch with Miss Ruth M. Adams, president of the college, the fathers will join their daughters in a variety of activities. Dance and swim demonstrations, a Greek play (The Bacchae), crew races (followed by participation of the fathers), tennis and golf tournaments fill the afternoon.
Dinner in the dorms follows a cocktail hour for fathers in the College Club given by the Parents' Committee. Evening entertainment includes Black Theater, an open house of sophomore talent, and art and dance with two bands — one for each generation.
Sunday morning the Reverend H. Paul Sontaire chaplain of the college and the Reverend Mark L. Andrews, father of Susie Andrews '71, will lead a worship service in Houghton Memorial Chapel.

(Ed note: The following release was sent to News by the U.S. Department of Health, Education and Welfare's Office of Education)

A new information service to State education agencies called PREP will help local schools take advantage of important research findings in improving classroom practices, the U.S. Office of Education said today.

PREP stands for Putting Research into Educational Practice. A cooperative effort of the Education Office's Bureau of Research, it will provide up-to-date interpretive reports of research and development aimed at meeting current educational problems.

"Through this effort we hope to strengthen State and local educational information services and speed the adoption of tested educational innovations," Norman J. Boyan, Associate Commissioner for Research, said.

ITV equipment, suggestions for planning ITV facilities, and a list of some of the latest research documents on the subject.

The materials are prepared in a special format so they can be easily and inexpensively reproduced for wide distribution within State education agencies and to local school systems. There are no copyright restrictions.

State agencies may modify the materials to meet special State or local requirements. They may also add information of local interest or repackage the materials in another form such as filmstrips or radio scripts.

PREP reports will not be available from the Office of Education, but only from persons designated by State agencies to distribute them. A list of the distributors is expected to be completed soon.

Future PREP reports are expected to cover such items as individualized instruction, rural shared school services, bilingual education, reading, mathematics, and job-oriented school programs for the disadvantaged.

Support for the new service is being provided under Title IV of the Elementary and Secondary Education Act which authorizes research, development, and dissemination activities to improve education at all levels.

Packgo Deal

PREP's first report, "Instructional Television Facilities," is a package of easy-to-read materials designed as a practical guide to help local school officials make use of television for educational purposes.

It includes an introduction to instructional television (ITV), sources of materials and planning help, explanations of transmission and other

Arts Seminar Begins in Jewett; Anthony Hodgkinson to Analyze Relationship of Film and Society

"Cinema '69," a seminar series of three illustrated lectures plus a contemporary film workshop, is being presented here by the Boston Junior Wellesley College Club. This is the organization's seventh annual seminar on the arts, sponsored to benefit faculty salaries. Introduced on Wednesday, April 23, by a lecture on "The Medium of the Screen," the series will continue in Wednesday afternoon sessions, from 1:30 to 3:00 p.m., through May 14 in Jewett.

Lecturer for "Cinema '69" is Anthony W. Hodgkinson, assistant professor of film at Boston University's School of Public Communication. In 1950, he established the Society for Education in Film and Television, an international association of teachers. Formerly the Education Officer of the British Film Institute, he served as a consultant during the 1967 founding of the American Film Institute.

Cinema and Communication

Hodgkinson will consider the responsibilities of film-makers and the influence of the medium on society on April 30, in his lecture "The Communicators." His book, Screen Education: Teaching a Critical Approach to Cinema and Television, will probably be discussed during the May 7 program, "The Young Receivers." This lecture will be an examination of youth's reaction to and use of the cinema. To conclude the series, the Boston Junior Club will present a workshop, featuring short films, slide-tape presentations, audio tape and light shows.

A subscription to all four programs costs \$12 for alumnae. However, the Boston Junior Club will reserve 50 seats at each lecture for interested students. Tickets selling for \$1 are available at the Information Bureau.

LAST ISSUE

News would like to inform its readers that its last issue for the 1968-69 year will be published on May 1. Information about events during the reading and exam periods should be sent to the News office by noon, Mon., April 28.

ADAMS HOUSE DRAMA SOCIETY

Adams House announces the forthcoming production of "A Hero of Our Time," written by Steven Shea and directed by Jim Burt. Set in Czarist Russia during the time of the Decembrist Uprising, the play is based on the lives of Mikhail Lermontov and Alexander Pushkin, and on Lermontov's classic novel A HERO OF OUR TIME. The artistic fantasies of the romantic poet Lermontov who was killed in a duel at the age of 26 are contrasted with his real life. The Adams House Drama Society will perform in the Adams Dining Hall on the evenings of April 24-27, and May 1-3 at 8:30 p.m. Tickets are available at the Harvard Coop or at the door.

Washington Interns to Learn Through Wide Range of Jobs

Exchanging their Vassar "sisters" for four MIT "associates," the 19 Wellesley Washington Interns, all '70, are now making final arrangements for their summer jobs — jobs which reflect a wide spectrum of political opinions.
Ten interns will be making daily trips to "the hill" as they work for congressmen. Liz Agee, an economics major, will work for Senator Stuart Symington (D-Mo.); Ellen Carlson, political science, for Senator Barry Goldwater (R-Ariz.); Ann Clarke, history, for Senator Birch

Bayh (D-Ind.); and Mark Mathis, MIT-political science, for Senator Charles Mathias (R-Md.).

Positions Held

The six girls working for members of the House of Representatives include: Ellen Bass, political science, for Rep. David Pryor (D-Ark.); Michel Dahlin, history, for Rep. Peter Frelinghuysen (R-N.J.); Heidi Pletcher, Russian, for Rep. Alard Lowenstein (D-N.Y.); Hope Schwartz, political science, for Rep. Edith Green (D-Ore.); and Frank Thompson (D-N.J.); Anne Trebilcock, history,

for Rep. Edith Green (D-Ore); and Joan Wilke, political science, for Rep. Henry Reuss (D-Wisc.).

Four interns in government agencies will be seeing another side of Washington: Susan Baranoff, history, in the Congressional liaison office of AID; Lee Chambers, history, in the Appalachian Regional Commission; Kathleen Roan, French, in the Bureau of Prisons; and Frances Taylor, economist, the Federal Trade Commission working under Wellesley alumna Mary Gordiner Jones.

Infilling the Latin American desk of the American Friends Services will be Diane Edwards, political science, while Bonnie Lindquist, political science, will work for the Inter-American Development Bank. Two interns, Mary Enderline, English, and Mark Tipperman, MIT, will be reporting for NBC-Mary with Congressional reporter Paul Duke and Mark with Ron Nesson on urban problems.

Still uncertain about their exact assignment are Barbara Baumberger, political science; Sheryl Ryden, political science; Susan Nelson, economics; Wayne Wenger, MIT-management; and Steve Kenney, MIT-physics.

Because of a grant made to the college by a former student's parent, the Wellesley program this year will provide minimum stipends for the interns not paid by their offices. According to Mr. Philip Phibbs, executive vice-president and director of the Intern program, this grant recognizes that the program could be an important part of students' training, and "students should have the opportunity to participate if they can learn from the program without financial worries." "In part, this grant," Mr. Phibbs continues, "is a sign of the success of this program over 25 years."

Recently elected co-chairmen of the interns, Barbara Baumberger and Susan Nelson, will handle rooming arrangements and will plan speakers for the seminars for MIT-Wellesley interns.

While the Wellesley girls will be cared for, the MIT boys must fend for themselves. George Washington University will not permit them to live in the graduate apartment house where the girls will stay.

High Ranking Biafran Official To Speak on Crises in Africa

Dr. Pius N. C. Okigbo, renowned African diplomat and economist, will lecture on "Crises in West Africa" Tuesday, April 29th, at 8:00 p.m. in Alumnae Hall, the Sociology and Anthropology Department has announced.

Born in 1924 in a small village near the market town of Onitsha, Nigeria, Dr. Okigbo went on to study at universities on three continents. He received a B.A. in history in Achimota, Ghana; a B.Sc. in economics and an LL.B. at London University, England, and an M.A. and Ph.D. in economics at Northwestern University. He was also a post-doctoral Fellow at Oxford University and the first black instructor at Northwest-

ern.
As a diplomat and economist, Mr. Okigbo has served on many panels and committees at the U.N. and in the Nigerian government. He served in the Nigerian government from 1959 until 1966, when he held the second highest civilian government position. He resigned this post at this time because the fact that he was an Ibo made him unable to travel safely outside the Eastern Region. In 1967 he became Economic Adviser and a Cabinet Member in the Government of Biafra, which posts he holds at present, making him the highest ranking civilian official in Biafra to day.

Departing Faculty Reveal Plans

by Jane Rilder '70 and Andi Biren '71

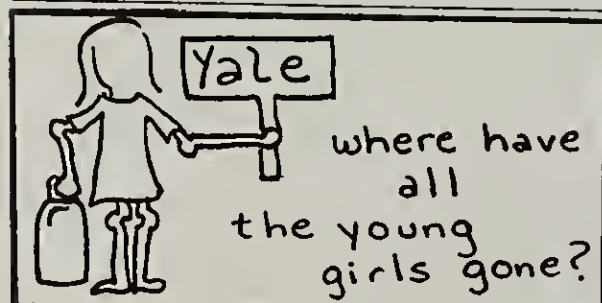
Mrs. Hilda Perlitz, assistant professor of psychology, will be working in the Department of Education at Boston State Hospital on a half-time basis next year. Boston State is a large mental hospital in Dorchester. It is currently being developed from a traditional state hospital into a community-oriented mental health center which operates halfway houses and trains Vista volunteers as well as caring for hospitalized patients.

Sensitivity training for the new residents on the staff will be one of Mrs. Perlitz's jobs. Another main project on which she will be working is an in-service training program for personnel which could be adaptable for use at other state hospitals. Boston State has 2,100 patients and 1,100 personnel, many of whom came from the surrounding community and have no training or experience in mental health care.

In addition to working at Boston State Hospital, Mrs. Perlitz will be doing free lance consulting for sensitivity training programs in the New England area. During the summer, she will be conducting workshops in this area for a group of MIT faculty and for the New England Hospital Assembly, an association of New England hospital administrators. She will also lead a similar program in human relations development for a conference of mental health, business and education leaders in Maine.

Other Faculty Leaving

Mrs. Elizabeth B. Conant, assistant professor of biological sciences, will also be leaving Wellesley College next year. She will be spending the year at her home here writing up her research on the African lungfish. After a year and a half of gathering data, she is ready to write and hopes to publish her research. She remarked that she is very sorry to leave Wellesley and enjoyed her experience here very much.



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Houghton To Retire Early; To Concentrate On "Index"

by Mary Emlerline '70

If Mr. Walter Houghton were to give a lecture, the press release would probably begin "Walter Houghton, professor of English at Wellesley College and noted scholar of Victorian literature..." Most people would quickly skim over the appositives "professor" and "scholar." Yet these two words represent the attainment of the dual goals of a man who states, "I like two things professionally — teaching, and researching and writing."

Mr. Houghton, the teacher — the professor of English, and Mr. Houghton, the scholar — the author of *The Victorian Frame of Mind*, however, must now yield to Mr. Houghton, the administrator — the executive editor of the *Wellesley Index to Victorian Periodical Literature, 1824-1900*. Finding himself with a "finger by the tail," in the form of this very large research project, Mr. Houghton has decided to give up teaching this June, a year before he was to retire and 27 years after he came to Wellesley.

Importance of Project

Only a project of considerable importance could warrant the enormous time, energy and money involved. But, as Mr. Houghton explains in the "Introduction" to Volume I of the *Wellesley Index*, "The importance of Victorian periodicals to modern scholars can scarcely be exaggerated. In scores of journals and thousands of articles there is a remarkable record of contemporary thought in every field, with a full range of opinion on every major question... Also, because reviews and magazines reflect the current situation, they are indispensable for the study of opinion at a given moment or in a short span of years... But the scholar requires a complete guide into their rich and complex resources. He must have an index or indexes to subjects, book reviews, and authors, and needs of habits of content's readily at hand."

In identifying the contributors of anonymous and pseudonymous articles in 40 major Victorian periodicals, Mr. Houghton and his staff must find the writers of close to 90 percent of all the articles, or about 60,000 authors, since the custom of the period was anonymity or pseudonymity. When he began to project in 1958, Mr. Houghton remembers somewhat nostalgically, "My wife and I did everything together."

Objective Evidence

Now, in addition to his wife and himself, Mr. Houghton directs a staff of live part-time people with a monthly payroll of \$1,000. The project has become so large that, Mr.

Houghton explains, "I don't have energy to continue teaching at the same time — and even so I am doing far less research than I'd like to."

Using "entirely objective evidence" to identify the authors, Mr. Houghton and his staff cannot "feel" an author by his style because they are dealing with over 10,000 writers. Instead, on visits to publishing houses and archives, they examine manuscript collections (old check books, publishers' lists, and editorial correspondence), besides using printed biographies and collection of essays.

Staff Grows

As more and more places have had to be visited, Mr. Houghton's staff has grown until now it includes a half-time person in London and contacts in Edinburgh, Cambridge, and Dublin. In addition, Mr. Houghton's sister works for him in London.

Admitting that he had originally misjudged the amount of work involved, Mr. Houghton points out, for example, that "it took five years to get into the Macmillan Company, and the prime minister of England had to be changed first." This test of Mr. Houghton's perseverance began when in reply to a letter, the secretary in the selling head of the company, which had published Macmillan's *Magazine*, wrote that the firm "has nothing for you." Mr. Houghton's sister, Lady Cunningham, then saw the head of Macmillan's but with no better success.

Editor's List

After waiting two years, Mr. Houghton sent an Englishman who was not in the office for five minutes before the secretary produced a list kept by the magazine's editor from 1883 to 1907 and containing the names of every contributor during that period. The Englishman also learned that in the basement the company had the Letter Books of the firm, copies of every letter that had ever gone in or out of the company.

Yet when Mr. Houghton, who wanted to identify the authors from 1880 to 1883, asked to see the letters, the head refused. Only after Mr. Macmillan was detected as prime minister of England and returned as head of the company, were the Letter Books — finally placed in the hands of Mr. Houghton's London researcher.

Thanks

But since she was pregnant, she could only work for two and a half months; moreover, she had to sift through letters dealing not only with articles in Macmillan's *Magazine* but also with all the books Macmillan's published. Nevertheless, she discovered 150 new identifications. So, in the

Peeface Mr. Houghton thanked Macmillan's — "a little cooly."

Not all of their detective work is so frustrating. It produced what Mr. Houghton terms, "one of my two most exciting moments as a scholar." When he asked the librarian at the Calhoun archives in London if she had anything on the *Dublin Review*, she replied, "Just that box of papers." A great tea chest in the cellar which two janitors had to carry, "that box" contained all the letters from the executive editor of the *Dublin Review* to contributors and printers from 1836 to 1863. After three years of sifting through the letters, Mr. Houghton's sister identified the authors of all but eight of the articles.

Publish for Funds

Before any research could be done, however, Mr. Houghton had to solve the problem of funds. Terming his project "impossible," fundations refused to give him any money. Only Wellesley helped. So according to Mr. Houghton, "The only thing to do was to publish." Hence, the first volume of the *Wellesley Index to Victorian Periodical Literature* appeared in 1966.

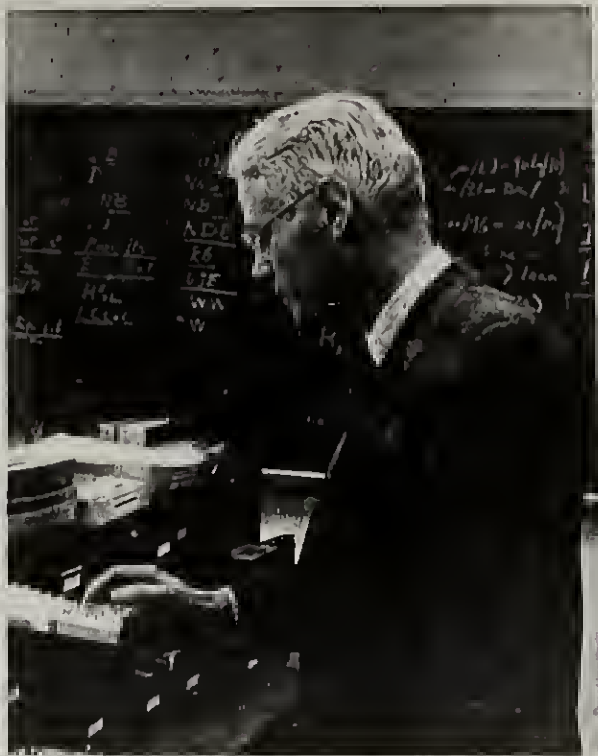
Not only did the volume itself convince fundations that such research could indeed be done, but the reviews convinced them of its value. "We got good reviews," Mr. Houghton states. "No one had done this before so we couldn't get bad ones!"

Use Best Material

Nothing that they used their best material in the first volume, Mr. Houghton comments that they had "primary documents for everything we touched," so that they could identify about 97 percent of the authors. He estimates that their next volume, scheduled to come out in 1971 will identify about 80 percent of the authors, and the third one in 1976 about 70 percent.

Right now in their office filled with files of index cards on the mezzanine of the library, Mr. Houghton and his staff are in a "critical period" as they prepare the thousands of pages of manuscript for the second volume. According to Mr. Houghton, his wife, who can be in the office more than he can because of his teaching, does most of the research that he does and actually runs the office. Besides Mrs. Houghton, who works not "for" her husband but "with" him, the index requires two other research assistants, a part-time typist, and two part-time people for proofreading, which includes judging whether the evidence warrants the identification of the author given in the first part of the book, where each article, its author, and all evidence for the author's identity are listed.

The second part contains a list of all the articles and stories placed under their authors, names arranged in alphabetical order. In this way the index will provide a bibliography of the major periodical writings of about 10,000 Victorians — something that,



Mr. Walter Houghton checks file cabinet containing a card for every entry in the "Wellesley Index."

photo by Marty Brand '71

according to Mr. Houghton, "has not remotely existed before."

"I believe very deeply that research and teaching are not opposites," Mr. Houghton declares. "A great deal of what I've written has come out of classroom preparation and discussion." As evidence, he cited English 314, a course on Victorian prose, as the source of his book *The Victorian Frame of Mind*.

Value of Publishing

Scholarship without writing, Mr. Houghton feels, is "less valuable than with publication. The very writing of a scholarly essay clarifies one's ideas and stimulates new ones." Since these new ideas are taken back to the classroom, he sees an "interlocking of teaching, scholarship, and writing." Writing, according to Mr. Houghton also has good psychological effects by producing confidence, "the deepest thing anyone needs."

Commenting on current events, Mr. Houghton sees an analogy between the situation in Washington and those on college campuses. Calling himself "a northern New Dealer since Roosevelt" and most recently "a McCarthy supporter," he expresses "a great fear of the military industrial complex."

Decisions By Few

"I am frightened," he continues, "by what is happening to democracy... We seem to have lost control of the government... Decisions are made by a few... The mass of

people are not being told one-fourth of the truth."

Similarly, in big universities, he observes, "Even the faculty has little to say... I was at Harvard for ten years and I never voted on anything." Since those in control are not "out to do evil," he labels their rule a "benevolent oligarchy" rather than a "dictatorship."

Student Participation

"It is less true here — I just said 'less,' he observes. The faculty has "committees on everything" and "a lot to say" on curriculum and appointments.

"In general," he continues, "I am in sympathy with the student evolution but not with their use of violence." Admitting that students might be "so frustrated and thwarted" that they are "forced into violence" and that an "ultimate good" may result, he still expresses his opposition to "extreme action."

At Wellesley, Mr. Houghton sees a need for an "effective way to bring students into the academic life," into the curriculum and appointments decisions. Yet he observes a "kind of apathy among the students" when we need "an active, alive student body concerned about their own education."

"Such a student body would have committees to work out the details of such a participation, and would then stand in large numbers asking that their recommendations be implemented."

Sen. Brooke Heads Commencement Alumnae to Parade, Socialize

by Anne Treblecock '70

Highlighting Wellesley Commencement Reunion Weekend, Sen. Edward W. Brooke (R-Mass.) will address the soon-to-be alumnae members of the class of 1969.

Despite their "acid test—grass is best" class cheer, seniors will have traditional graduation and baccalaureate ceremonies, dressed in gowns 12 inches from the floor. Rev. Chalmers Cox of Columbus, Ohio, and father of Deputy Cox '69 will conduct the seniors' baccalaureate service on Fri., May 30.

Following society house breakfasts, the "briefing of Parade Marshalls," and Phi Beta Kappa initiation, Seniors will gather in late morning, May 31, for exercises on the Library lawn. At the gymnasium of the four-year Wellesley experience behind them, graduates will proceed diploma-in-

hand to Norumbega Hill for a special outdoor luncheon. The afternoon and evening feature class meetings, a social hour, and a class supper.

Alumnae on campus for the Reunion Weekend will have the opportunity to join seniors for Sen. Brooke's presentation.

In statements issued last December, he outlined his position on a number of issues. On poverty, Brooke suggests, "We must focus far more attention on education and on compensatory programs for those persons who have no marketable skills."

Alums to Parade

Concurrent to the graduation program, alumnae from many classes have planned events ranging from a class of 1901 supper to a family picnic for graduates of '64. The class of 1834 plans a clambake, while '54 alums will conduct a guided bus tour

of the "New Boston."

A joint lecture on "Two Authors for 1968: Euripides and Chaucer, 'Are They Relevant?'" by professor of Greek Barbara McCarthy and professor of English Helen Corsa, will initiate reunion activities on May 30. That evening, alums will reminisce by Step Singing — "one of the high spots of the weekend," says the official program.

Alums will march in the Saturday Commencement Parade, a ritual repeated Sunday in the Alumnae Parade, "the usual very gala procession to Alumnae Hall." The schedule advises, "Wear a white dress (if you can) and your class insignia."

The weekend, then, offers many opportunities for alums, to socialize and reminisce, while seniors reflect on Brooke's new address and their newfound alumnae role.



Sen. Edward W. Brooke, currently under pressure to help Bialia and to kill ABM, will address graduates, May 31.

Harvard Votes Strike Hiatus; Week of Uneasy Peace Rules

by Betsy Bowman '71

"I'm no longer certain whether I'm chairing a meeting or an airport," stated Lance Buhl, instructor in history and chairman of last Friday's second mass meeting at Harvard's Soldiers Field. He was remarking on the stream of paper airplanes that continuously punctuated this second meeting of about 5000 Harvard students. Met at the gates by a barrage of pamphlets, newspaper sheets, proposal papers and white ("Keep Harvard Open") and red ("Strike") ribbons, most students shifted in their seats during the three hour meeting, waiting to vote on the strike — and circulating paper aircraft to relieve the boredom on the hot and muggy afternoon.

One student remarked that "the first show was basically much better." But despite distractions (helicopters flying overhead, a pair of huge dogs who left the stadium non-violently), those present voted to suspend the strike for seven days, "in view of faculty action and in view of its commitment to continuing progress."

This Friday, a secret ballot on the continuation of the strike will be held under the direction of the Committee on Technical Details in the undergraduate houses and at the graduate schools.

Expression of Sympathy

The meeting was run according to parliamentary procedure. J. C. Van Heflin, a teaching fellow in classics, moved at the beginning of the meeting that the meeting officially express "our sympathy with Dean Ford for the physical distress that he is now undergoing" and "wish him a speedy recovery." This motion passed by a voice vote.

A replay of last Friday's Corporation statement which agreed with the earlier faculty resolution that ROTC become an "extracurricular activity," which promised more "immediate" action on the expansion issue, and stated that the Corporation had not been able to get the courts to drop criminal charges against those involved in the University Hall occupation, was greeted with applause, hisses, and whistles.

Group Spokesmen

Skip Griffin, leader of Harvard's Afro group, stated that his group would "continue to strike until all the issues are resolved." The subject of a black studies program was to be considered this week by a faculty group. Another black student leader, Myles Lynk, suggested that the moderates are less effective in maintaining the constructive application of pressure.

An SDS member, Gerard Rossman, argued that his group's eight demands (the original six plus amnesty and a black studies program) still had not been met, and stated that SDS would remain on strike until they were. He attacked the Corporation's statement, claiming that it left the "dirty work" to the faculty. Maintaining that if even one person is affected by Harvard expansion, the issue is still not settled, he ended by saying that SDS "will continue to fight for our eight demands which have been shown so, so valid."

Faculty Speaks

Professor Bruce Chalmers stated that students had made their anger known and were taking their demands seriously — as was the faculty. He wondered if the meeting regarded its vote on the strike as binding and concluded by urging that when the students vote on the strike that they "remember that the faculty is deliberating."

Nothing that the progress thus far had been only partial, professor Jerome Bruner pointed out the need for a "ratchet to keep things from moving back to chaos." While he commended the thought that the week had generated, he urged now that all remain inventive and move to "consolidate insights."

Barry O'Connell, a member of the teaching fellows' Committee for Radical Structural Reform, asked for greater response to certain issues, especially expansion and the restructuring of the University. "We have not won," he stated. "But we

have moved a little."

Three proposals dealing with the strike were voted on. The first, calling for a continuation of the strike until Tuesday, was defeated. The second, which was eventually passed, was divided into sections for a counted vote. A section expressing non-confidence in the Corporation passed 1,873 to 1,568. The section calling for a seven day hiatus on the strike also passed, 2,411 to 1,123. A third section which stated "we neither support or condemn as a group any continuation of the strike by individuals or groups of students, teaching fellows or faculty," was passed by a voice vote.

The third proposal to end the strike permanently that day was tabled. The meeting also affirmed "the right

of those who wish to attend classes to attend them without disruption."

This week is one of waiting, observation, and almost normal classroom attendance. On Monday, almost 700 SDS members and supporters of the eight demands staged a "militant" in University Hall which was designed to make ordinary administrative business impossible. At a Sunday night SDS meeting, a plan for a second occupation was defeated. This week at Harvard is not quite normal and not quite spring. No one has forgotten; investigation, formulation of changes and pressure continue. But according to most Harvard students, the suspension of the strike relieved some of the tension, without ruling out the possibility of its reinstatement.



"Quack" — a word to the public from one of the Derby Day competitors. photo by Sue Wing '71

Margaret Mead Urges Change, Recommends Student "Salaries"

Dr. Margaret Mead, Vassar anthropology professor, has charged that our conception of the teacher-pupil relationship at the college and university level is "medieval" and recommended "salaries" for students to make them economically independent and give them dignity.

Writing in the May issue of Redbook magazine, she said, "The rebellion of today's students forces us to realize" that they are no longer content to accept the traditional student role of "submissive and dependent members of the academic community."

"They (the students) object to the conditions under which they are permitted to become and remain students, to the arbitrary control of their personal lives and the lack of response to their demands for changes in the rules about what they must learn, how and when and from whom."

Predicting that education is certain to become our "greatest social and economic enterprise," Dr. Mead said it will be necessary to "design a wholly new kind of studentship in new kinds of institutional settings. As long as . . . parents must continue to contribute financially to their children's education, students will remain subordinate to the dictates of others."

Complete Independence

Dr. Mead said "we must treat

everyone at 18 as a young adult who has economic, political and educational control over his — and her — own life. It means the vote for 18-year-olds and positive provisions for students to vote wherever they are. It means draft reform that will take into account essential stages of study and work experience.

"Above all it means economic independence, so that each student, equipped with his own funds, will be able to make his personal choice and will be free to decide when and in what setting he will get his training."

"For example, we can provide adequate salaries for students out of public funds, through taxes, exactly as pay for other essential services. I believe, however, that private funds from foundations and individuals still will be needed to underwrite new, experimental educational programs and the salaries of individually innovative students."

Older men and women will feel justified in returning to school or entering programs of training because of the dignity and security of the student's position.

Only when education is fully available to all those at any time who are ready to make a choice will we begin to have a free flow of knowledge and a balance between responsible learning and action," Dr. Mead declared.



Vicki Einstein and Elizabeth Gray, both '70, vote "no" on the "spectator zoo." photo by Sue Wing '71

Derby Day Bamboo Rambles; Pickets Oppose 'Pseudo-Sex'

by Sue Wing '71

Despite undercurrents of protest and an inclement Saturday, last Sunday the sun rose on Derby Day, and from Zip Strip to Bamboo Rumble, it continued to shine. After the parade, where prizes were given for the best-dressed car, participants and spectators gathered on Severance Green for "a fun-filled riot." The dorm teams lost no time gelling into the spirit of the afternoon's activities. Dressed for the occasion, CG president Pixie Loomis '70 personified, according to one spectator, "the three-horned spirit of the pioneer women."

At Derby Day, billed as "a spectator zoo," the spectators had little to say except, perhaps predictably, "It's a zoo." When asked what they thought of the afternoon's activities, most of those interviewed either were apparently at a loss for words, or produced such wide-ranging comments as, "It's a groooooove!" or "It's a gas," or, in a word, "amazing," or "I'd like to say I like a little comic relief, . . . but . . ." or occasionally, "I . . . don't want to get involved."

Enter Tower

The Tower Court delegation arrived late, to add a new twist to Derby Day which effectively jeopardized their chances for the Spirit Award. Chanting "2, 4, 6, 8, Now's the time to liberate," a handful of students from Tower marched across the green, through the crowd, and stationed themselves directly behind the grandstand.

Brandishing signs which one girl called "obnoxious," the students ("SDS," someone suggested) warned, "End Sex-Role Oppression," and "Don't Sell Yourself for a Stereotype," and declared, "8 Demands at Harvard; Bamboo Rumble at Wellesley," and "Down With Pseudo-Sex; Up With the Real Thing."

Near the end of the program, Pam Berg and Betsy Barbour, both '70, and members of the dissenting group, took over the official microphone in an attempt to explain the reasons for the group protest. They mentioned the "upathy" which they felt was the response to requests for political involvement by Wellesley girls, and stressed the necessity for active student support for the Harvard "8 demands," which they felt were crucial for the future of the university. It was, however, virtually impossible to hear in greater detail what they had to say over the enthusiastic clamor of the participants. Alison Parker '70 acknowledged the statement from the "pseudo-women," after which emcee Alison Parker '70 regained the microphone and

Derby Day zoomed to a close.

When all the points were counted, Shater emerged as the Grand Winner, pulling out of a neck-and-neck race with Cazenove, which had garnered firsts in both the Spirit Award and the Derby Steal. Shater will receive a complete stereo system from Tech HiFi, in honor of their victory on this "day of fun and festivity to be a tradition at Wellesley College."

Tunafish Baits Us To Swallow Line

by Harvard-Radeliffe Tunafish Society

Now is the time to take a stand! WE CAN NO LONGER IGNORE THESE ISSUES! Our first action will be to take over the Weld Boathouse, and, if necessary, to blockade the Charles River (depriving the hinterlands of a vital trade route), until the Corporation accedes to one non-negotiable demand: amnesty.

We must maintain our independence from those who would enslave us! There be a rally yesterday evening at the bottom of the I.B.A. swimming pool. The time to act is NOW!

Last night, over three billion eight hundred million bacteria flooded the Charles River, in massive support of our cause; these living entities can not be forgotten! Let us demonstrate against the University Health Services which, in the name of medicine, would barbarously slaughter millions — nay, billions — of innocent organisms.

An impassioned plea: We are now officially accepting contributions for our fund to endow Harvard with a new building (to be named Marie Antoinette Hall), to serve as a target for future demonstrations. Current plans include erasable graffiti walls, one breakaway wall for police to batter down, a large bell to create annoyance without the use of fire alarms, and facilities on the roof for pouring molten lead down on the crowd below. Help us build for a better future!

We present our demands:

1. Bring PEACE to the world immediately.
2. Increase the scholarships of those students who were involved in last night's burning of the Widener Library.
3. Roll back the price of Roast Beef Specials to 50 cents.
4. Destruction of Holyoke Center, which will be replaced by a block of low-rent tenement houses.
5. Drowning the Charles River, then filling it up with clumpagne, beer, or at least, clean water.

Admissions . . .

(Continued from Page 1)
that school, in order to get a feeling for the school.

Thanks to All
"Much credit for increase in black applications should go to Ethos," stressed Miss Clough. "They said they were going to concentrate on admissions this year and that's exactly what they did." In addition, she commended the three student representatives to the Board, the three black students who worked in admissions last summer and all those who helped raise the \$5,000 for black recruitment last fall.

Student interviews were also a help in evaluating applicants, according to Mr. Schechter. He foresees even greater assistance next year with a more effective organization and an earlier start. "Student interviewers help in communicating to prospective applicants more about what Wellesley is like," he added. "This is at least an equal, if not more important function, than the interviewing itself." Also invaluable, according to Miss Clough, was the assistance of the alumnae Acquaintanceship Program.

This year alumnae interviewed over 500 registered applicants. Since it is often difficult for inner city students to travel to the suburbs for interviews, many alumnae have been taking the initiative in transportation. Next year alumnae student communications should improve with the establishment of Junior Acquaintanceship Committees including a recent alumna, a graduating senior and one or two undergraduate students from the area.

Mr. Schechter added a special note of thanks to Miss Burnette, who wrote letters to every National Achievement finalist and thus substantially increased the number of black applicants.

Future Plans

Asked about next year, Miss Clough replied, "The Admission Office has approached several sources for the replacement of Jean Burnette and has asked Ethos for their suggestions." Miss Clough reported that she talked by telephone with a possible applicant in Washington, D.C. and is now waiting for her letters of recommendation before interviewing her.

"Plans are underway in the Admission Office for summer recruitment," she continued. "Already several dates have been acknowledged for visits to summer programs in which black students are enrolled." Miss Clough urgently requests through News that members of Ethos give serious consideration to the possibility of applying for a summer recruitment job in the Board of Admission office."

Senate . . .

(Continued from Page 1)

present student complaints and to spearhead reform of conditions at the bookstore.

Samly Servass '69, chairman of Elections, explained that this year's method of electing CG officers, was effective. She urged better News coverage, debate among the presidential candidates, use of the preferential ballot, separation of the elections of VII Junior and CG officers, and clarification of the committee appointment procedure.

Student Health and Public Relations

The Student Health Committee will distribute a brochure explaining infirmary policy next year. Marriage Lecture committee will become its subcommittee; Rev. It. Paul Santunire, chaplain, and college counseling services will come within its realm.

The Acquaintanceship Committee explained its work with subfreshmen from the time they first contact Wellesley until they are admitted or rejected. The Publicity Committee and its subcommittee of Alumnae Relations request suggestions for more effective publicity methods.

The following constitutions were renewed (This must be done every three years in order that funds from SOFC may be allocated.): Outing Club, Phi Sigma, Keynote, Bluenotes, Tupelos, Madrials, Ethos, Hellen Club, German Club, Canterbury Club, and Inter-Varsity Christian Club.

To Wellesley Humanly

A very important medium of keeping the peace effort in the public eye is the war protest music being sung internationally as well as in America. However, the means by which these songs grow and they fill the public eye to equality have not been fully exploited. That old axiom which states, "If everyone lit just one little candle, what a bright world this would be," is a perfect example of what a minimum effort from everyone interested in the cause of world peace would do towards bringing maximum results in promoting peace through music.

I refer, of course, to the opportunity that everyone of us has, to call the radio stations when protest music is being played and request that it be played again. As you know the d.j.'s have their selection of music on the number of requests made by listeners. This will definitely aid in enlarging the anti-war concept in every home, school, bar, and gathering equipped with a radio or record player.

If the Beatles can indoctrinate and successfully bring about a trend of music to influence the entire music world much more should we as listeners be able to do so. The way of peace is a truth, a way of love, and its concept is glowing, and will continue to mature until it is a reality instead of a dream.

I bring your attention now to a specific message of truth in record form to be released by Love and Peace Records, a newly formed organization designed exclusively to record music aimed at the tragedy of the war. The first record of this movement is entitled "What's His Name Just Died" backed with "Show a Little Kindness."

All that is needed is 100 per cent moral support and the joint effort in creating enthusiasm for the kind of music we need regarding the war. Let's all join in and see what we can do to help. Record to be released in Connecticut-Massachusetts area April 23.

Black Recruiter Speaks Out, Explores Prospects for Future

by Sao Heinemann '70

"All black students who need it will be given financial aid. That really shows the Wellesley commitment," began Miss Jean Burnette, black recruiter, as she described her reaction to the increased black acceptances. However, she added, "To be perfectly honest the increase doesn't surprise me. It just shows how many academically able black students there are."

"The College now has a responsibility to help these students to succeed, because they are going to have an adjustment problem. I don't mean to say it will be a traumatic experience, but it will be a difficult transition," she emphasized. Miss Burnette expressed her confidence in Mr. Donald Polk, director of special programs, and his ability to ease this transition.

Recognizes Others

Commending Ethos for their assistance in recruitment, Miss Burnette also praised Mr. Phillip Phibbs, administrative assistant to the president, for the role he played in admissions this year. She added, "The members of the Board were very willing to look beyond the conventional standards. They exercised perception, sensitivity, and open-mindedness in trying to see things from a different perspective."

Stressing the supportive response of alumnae, Miss Burnette recalled her experiences at Alumnae Council last month. "Once they were assured that Wellesley was not lowering its standards, the alumnae reacted favorably," she reflected. Sev-

eral even came up to her after the meeting on admissions to indicate their support and to ask what they could do to help.

Although Miss Burnette is resigning as of the end of this year, she is optimistic about the prospects of black recruitment next year. "Hopefully it will not have to be such a rush job," she stated, explaining that this year the real push did not come until the middle of fall. "They will be able to start recruiting juniors, as well as seniors, through their schools and neighborhood organizations," she continued.

"This year all the ground work has been done; the names of various community groups and leaders to be contacted have been collected," Miss Burnette explained. "In addition, a lot of the good will has been established just by the acceptance of students from schools with which Wellesley has had no previous communication."

Future Recruiter

Asked about her feelings on the job of black recruiter, Miss Burnette indicated the qualities she believed should be looked for in applicants for the position. Emphasizing the importance of hiring the right person to work in the Admissions Office, she noted, "The new black recruiter must be autonomous, as well as flexible and innovative. She must not be tied down by traditional views, but instead she must be able to respond to the changing times. For example, the approach used this year in recruitment might not be the one to use next year."

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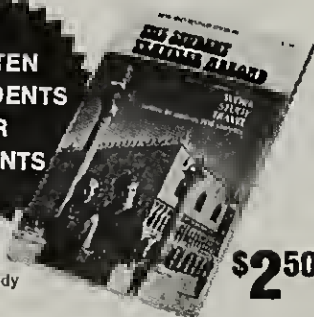
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Radcliffe	2513	2723	350	380	14	40
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The Reader Writes More

(Continued from page 2)
vor. He "found the opportunities for interaction pitifully few." Time and place for everything, Mr. Seskin.

And here we are, girls, "proud to be able to dress as [we] please," whatever that may mean. Perhaps he felt that we challenged his masculinity by wearing pants to class. He certainly was "fascinated" to find that we didn't think or talk as tough as we dressed.

Did someone ask why Co-ed Week bipped out? It could very well be that such a function attracted the type of man who was most interested in preserving those hallmarks of "The Wellesley Girl" which have so lately come under fire from within our own ranks. Were they not looking for the perfect sweet little hostess who would gleefully abandon her studies at the prospect of entertaining lovely males? Were they not willing to be swept off their feet (quite passively) by gaggles of giggling, male-starved females? They must have been, for, frankly, I see very little point to a Co-ed Week without its social advantages.

Make no mistake — I think Mr. Seskin is entirely justified with his criticisms of the Week and our attitude towards it. It was a miscarriage from beginning to end and we all realize it. Now we know better. Or do we?

Sincerely,
Lisalee Anne Wells '70

Opposite Sexes

To the editor:

In view of the events of this past Sunday I should like to raise my non-committed, shamefully non-academic voice in the hope that it will reach the ears of the unheard and unfortunately often unhearing numbers of which I am a part.

Perhaps I am mistaken in my estimate of the college community and there actually were perhaps many who were struck with the implications of Derby Day. For my part I had at first only considered the mad "festivities" as a sort of shallow circus hardly worth the time and energy. Now I must thank Pamela Berg, Betsy Borbour, Gale Glazer and their friends for opening my eyes to the unquestioned assumptions with which society offers us such games. Their point was not "to spoil the fun" and I still believe that if you like to bamboo ramble, certainly, go ahead. But the reaction of the crowd to these students was so defensive that I was really struck with the enormous gap in understanding that exists. It seems to me that the important issues were the deeply imbedded social practice of women performing for the amusement of men, and the perverted humor that enjoys watching humans degrade themselves to the point of pushing eggs along the ground with their noses. The chant of "Down with Pseudo-Sex" was not a call to make "real" sex just another funny game (which would only objectify women further, as some rude spectators proceeded to do) but a protest against the pervasive social image of "men try for everything" and "women must resist but with a tease" that warps all relations between people. Women are not free. Men are not much freer.

I thank the courageous dozen or so for asking us to just stop for a while, look, THINK — really think about all the freedoms being sought for on other campuses and WHAT DO WE DO HERE?? I see the need now for the course on "The Role of Women" as crucial. The aim is not to make one and all fiery Liberationists but to enable us to maturely examine our position and lives as women — as people.

Sincerely,

Peggy Duhamel '70
P.S. At least, let's liberate the ducks!

ROTC Must Go?

To the editor:

I was astounded (yes, even "outraged") when I read the letter written by Cheryl Black '69 which appeared in last week's issue of News. She takes upon cliché and exaggeration — "Cambridge 33" and "get-apo tactics" — to stir up situationally sympathy for those students

busted and support for their radical position. Cheryl feels that the dissidents who occupied and held University Hall by force were thereby upholding "the intellectual validity of their arguments." If these students needed to go off somewhere to think and to examine their sacred consciences, they might have all trooped off to a library. However, if the purpose of these students was really to force an inevitable and tragic confrontation, as I believe, then their only recourse was to seize illegally an administrative building, to evict forcibly those people who work there, and to rifle and copy confidential papers. Ironically, Cheryl also claims that those inside the building "were there to try renegotiation" of their apparently non-negotiable demands. The students did not wish to communicate; they merely wanted to force the University into agreement with their aims. Finally, to appease the sanctimonious and the morally "outraged," the faculty and the Corporation have chosen to ignore the rights of an intimidated small group, ROTC. Now, I suppose, their consciences are unburdened.

The more moderate resolutions passed by 6,000 Harvard students link ROTC with the Vietnamese War and our foreign policy. But what responsibility does the average lieutenant have for decisions made in the White House and the Pentagon. Even if ROTC did not exist, the war would continue. Moreover, who would deny that an army is necessary for our national defense? Why can't a man who knows he will be drafted in any case choose to serve in the armed forces as an officer? If the powers in Washington decided to enter into a war which the SDS considered just, would the SDS then tolerate the existence of ROTC?

This list of resolutions claims that the termination of the contract between Harvard and the ROTC units would not violate anyone's "civil liberties." I think that the right to choose a career belongs to everyone, even the young militarists in ROTC. The Harvard resolutions urge the University to replace lost scholarship aid to students affected by termination of the contract, but clearly for these pseudo-liberals this is a secondary consideration. Will Harvard abolish ROTC, and then provide every ex-cadet with a monthly allowance, scholarships and/or career training? I think not.

ROTC students entered Harvard with the understanding that they would be able to participate in a full ROTC program. Since they are all now obliged to serve as officers, why shouldn't they receive all the benefits to which they are entitled? Abolishing ROTC as an organization on campus will not terminate individual obligations to serve; nor will it end the war, prevent the implementation of the ABM system, or liberate the oppressed peoples of the world. Our Congress still declares war and approves defense appropriations; ROTC does not. ROTC, I believe, cannot and should not function as an extra-curricular activity, like SDS. Harvard has succeeded in intellectualizing a problem in which practical considerations seem most outstanding. ROTC cannot stage parades in Lowell Lecture Hall.

Peggy Mackiewicz, '72

Missile

To the editor:

I just flicked the radio switch off at the conclusion of Dr. George Wald's March 4th speech given at MIT entitled, "A Generation in Search for a Future" (free copies of which can be obtained by writing to the Boston Globe). A major point of the mind-shaking speech was the lunacy of the Anti-Ballistic Missile system and of the reasoning in Secretary of Defense Laird's words to the effect that the country needs this system in order to be in a sufficiently powerful bargaining position in the disarmament talks with Russia.

Each of us at Wellesley can help straighten out the madness in the administration's view of what constitutes "defense" by writing to our congressmen, senators, President, and Secretary of Defense. Getting that skirt hemmed or that suitant or even

that paper done may not ultimately be as crucial as a telegram, letter, or postcard sent to your congressman NOW.

Nancy Guthrie '71

Equal Time

To the editor:

Since the letter for United Jewish Appeal published in the April 17th issue of the Wellesley News turned out to be a crude piece of Israeli propaganda, I feel compelled under the rule of "equal time" to ask you to publish this letter.

Arab-Israeli or Jewish rapprochement will not come from the increase of scholarship funds or the strengthening of Israeli armament through emergency funds. Rapprochement will come from justice for the 1,300,000 Palestinians now living under tents on the seven-cents-a-day of UN-RWA. If they had not been deprived by force of their most basic rights, Israel would not have to worry about continuous "threats" to very newly and violently acquired "borders." The courageous people who are giving their lives to fight an ignominious occupation of their land deserve respect, and they are getting a lot of it.

As for the many wars that Israel still has to win, according to Beverly Siegal, since the three last ones have been such dismal failures at bringing a peace, apparently so ardently desired, it would seem that a renouncement of this bellicose habit might be a worthwhile experiment.

Meanwhile, for those who will feel uncomfortable drinking their skim milk when they know that Palestinian children are subsisting on bread and olives, there is: The United American-Arab Appeal, P.O. Box 110, Boston, Mass. 02101. (And contributions are tax deductible.)

Thank you, sincerely,
Martine Loullil,
Instructor in French

Sic 'Em

To the editor:

A great deal of amusement and head shaking accompanied my reading of a rather forceful (sic) note that was posted around the Wellesley campus last week. It seems the (sic) some individuals (a very loose interpretation of the word "individual" is permitted the reader) were vitally concerned over the issue of "What Does It Mean to Be a Woman." Perhaps, in my own humble way, I can offer some suggestions to the little girls of the "W.L.F."

A woman admits to herself what and who she is. She raises her level of thought above mere consciousness (sic) — stimuli and response type mental activity. She is unafraid to step outside herself and take a good long look and ask — "why?" She lives her life utilizing her experiences (sic) — not reacting to them. Before she begins ranting about — "defining herself in meaningful ways and exploring her potential as (an) effective and rational being" — she asks herself why she finds all the shouting necessary. For some the "answer" may be painful. They go off calling frantically for "independence" (sic) and "rationalism" but refusing to admit to themselves that all this academic (sic) noise is prompted by irrational fears. Before the "Woman's (sic) Liberation Front" goes about "liberating everybody" — perhaps its members should liberate themselves.

James M. Williams
MIT

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CMS SPRING CONCERT

The Wellesley College Chamber Music Society will give its last concert of the season on Mon., April 28 at 8 p.m. in the Jewett Auditorium. The program will include Vivaldi's Sonata in G Minor, with Mary Poses '72, flute; Anne Losle '72, cello, and Laurie Gutman '70, organ; Mozart's Quintet in E-flat Major, K. 452, with Jean Thomas '69, oboe, Leigh Marriner '72, clarinet, Stephen Kofol MIT '70, bassoon, Robert Schmidt MIT '70, French horn and Catharine White '71, piano; Brahms's Trio No. 5, Op. 114 (first movement) with Leigh Marriner '72, clarinet, Jane Silva '72, cello, and Roxanne Russell '72, piano; and Beethoven's Sonata in C Minor for Piano and Violin, Op. 50, No. 2, with Janet Packer '70, violin and Margaret Ulmer '69, piano.

The program will also include a premiere performance of a violin quartet written by Ray Jackendoff, an MIT graduate student in linguistics. A SERENADE BE-NEATH THY WINDOW (or A SMALL SENTIMENTALITY) will be performed by Janet Packer, Nancy Mitchell, Wendy Nierenberg, and Shelley Cross, all '70, violins.

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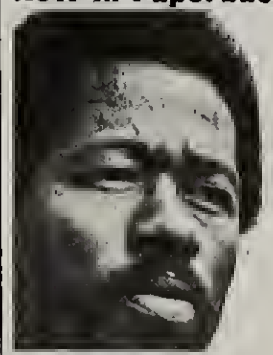
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Light Hearted Players Give "Misalliance" Life; Exaggeration Robs Performance of Ending

by Janine DeCoster '72

As a dramatic successor to John Holt, the Wellesley College Theatre offered his chronological forerunner, George Bernard Shaw, through his play *The Misalliance* on April 18-19. The half century between the two is easily bridged ideologically. Shaw's denunciation of schools as "one monstrous system of child imprisonment and torture" becomes less credible and more radical in light of Holt's progressive faith.

In the lengthy introduction to this play, Shaw develops his contention under such sub-titles as "A Child's Magna Carta" and "Children's Rights and Parent's Wrongs"; in the scenes which follow, he toys with the question of How Children Can Learn in spite of How Parents Fail. Viewers of the weekend's spectacle, however missed the preamble of intent. The ensuing farce is entertaining (and relevant!) but not particularly fulfilling in relaying this social message.

Generation Gap

One distraction is that Shaw hauls in all his other favorite themes as well; he jibes at conservative capitalism, aristocratic idleness, anarchistic demagoguery, the Holy British Empire, and the Victorian propriety which guides all representatives of the above institutions. Humor is another problem. The confrontations involve embarrassing one character by the wit of another, and there is a natural tendency to exaggerate the content and to seek laughs as ends in themselves. But by ending which are the consistent putters-down and which the consistently put-down, one can pinpoint the protagonists and sense the true tension in the theme.

Shaw's behavior study is partial to the younger species, especially the female variety. Males fail to relate to their parents, but merely accept growing up to resemble them; the girls are willfully individual creatures who condemn the whole stuffy all-talk-no-action adult game. Repre-

sentatives of the older set are Mr. Tarleton (Paul Shuff), an immensely likeable soul, bursting with intellectual geniality and punctuating each speech with a bit of scholarly advice: "Read Darwin, Read Dickens"; his wife (Jeanne Garrison '70), a fidgety but affectionate woman with a child-rearing tendency to spoil; and the gruff and portly Lord Summerhays (Stan Bowker). All are relatively permissive parents, though fettered by conventional morality. The central controversy is daughter Hypatia's (Nancy Collins '72) search for a suitor. Choice Number One is Bentley Summerhays (Peter Mullin), a runly hyper-cerebral little snob, until Joey Percival (John Cross), a manly and self-righteous pilot, crashlands in the rose garden. Both, though smitten, deplore Hypatia's impulsive methods, as does her sedate brother, Johnny (James L. Butterfield). But the audience applauds her delight in being called "a glorious young beast" and desire to hear "an active verb."

Female Liberation

Shaw zeroes in on the Misalliance, of the Institution of Marriage, by introducing Lina Szczepanowska (Evangeline Morphos '71), Percival's copilot, the Liberated Woman. Striding briskly about the stage, she captivates all the males without batting an eyelash. Yet, glorious in her rebirth, she finally spins all proposals.

An added rule of matrimony comes when an illegitimate son of Tarleton (Edwin J. McDonough) appears to defend his dead mother's honor with a pistol and ends up being hauled and put to bed by Mrs. Tarleton. One concludes that it is not just the Tarleton-Summerhays marriage that Shaw eyed with misgiving, but the whole reputable practice, as a sacrifice of female identity.

How seriously should Wellesley girls take this lesson? The light-hearted attitude of the players indicates that they enjoyed Lina as a

character, but had no desire to make her an example. Bentley's temper tantrums and Joey's sacred virtuosity gave the stronger sex a ludicrous bearing. Consequently, Hypatia, though admirably independent, often seemed reduced to an impish coquette. Johnny was a bit too aloof and imperturbable; Mrs. Tarleton was a bit too simpering in her distress over "naughty" words. Gunner, the avenging bastard, is an unbelievable character to begin with. (Shaw's doing.) The incidents which divided the act into scenes were suspenseful, but farcical ones. The other two masculine roles (both well-played) were solid.

Realistically, one somehow feels that the male hegemony in our world is of a more worthy caliber than Shaw suggests. In view of this, Lina's manliness is not convincingly appealing, especially since it is demonstrated almost solely in courage and physical strength. So we chuckle at the lady's jingo flips and decide to remain oppressed.

The Lesson

But we still cannot quite "Amen" Hypatia's final response of "Think goodness" to Tarleton's "I suppose there's nothing more to be said." The play was amusing but inconclusive. In spirit with the Beatle music played to bridge the scenes, we are rather concerned as to whether we too will fill the mold when we're 64. And we sincerely doubt that "Though she was born a long long time ago your mother should know . . ." But given time to "mess around" (in Holt lingo) we should gain practice in avoiding misalliances.

LOOKING FOR WORK?

High Hefner reveals new job openings for Wellesley graduates. Do you measure up? Consult *Playboy's* May feature for the inside story on a broadening experience.

Famous Modern Italian Poet to Read Here

The Italian department feels most fortunate to be able to present a poet's reading by Italy's most distinguished man of letters, the poet Giuseppe Ungaretti. The event, made possible by the Paslene fund, will be held in the Pope Room of the library on Mon., April 28 at 4:30 p.m. He is lauded as one of the great poets of the twentieth century.

During the years immediately preceding World War I, he was a student in Paris and here he frequented members of the literary avant-garde of his day and became a close friend of its chief spokesman, Guillaume Apollinaire. The war for Ungaretti was a harrowing, but artistically fruitful experience.

Poetry of Things and Silences
His first considerable volume of poetry, *Allegria di naufragi*, published in 1919, but written for the most part in the trenches after the first flush of patriotic enthusiasm had

cooled, marks a turning point in the history of modern Italian literature. After the self-celebration of Crepuscolari, after the verbal bullying of the Futurists, what was most striking about the poetry of Ungaretti was its reticence.

Here was a poetry of things and silences, terse, cryptic, densely written by a poet who clearly distrusted words, particularly abstractions and viewed traditional rhetoric and meter with extreme illidence. There is no attempt to win the reader over; the poet communes with himself.

Later Works

Ungaretti's later poetry is more elaborately composed. He shares with Eliot a strong conviction of the value of the Western Christian tradition and much that his earliest poetry had rejected is rehabilitated in his more recent verse.

Ungaretti's poetry has been widely

translated, but there exists as yet no satisfactory anthology of the best of these versions. The following books contain selections in Italian with English translations: George Kay, *Penguin Book of Italian Verse*, 1965, and Carlo L. Gollino, *Contemporary Italian Poetry*, University of California paperback, 1962.

STUDENTS REGISTERING FOR EDUCATION 302 and 303 for 1969-70 must meet with Mrs. Mary E. Bradley, Chairman, on Mon., Apr. 28 in Founders 322 at 4:15 p.m. to guarantee placement in high schools next fall.

FRENCH PLAY

JACQUES OU LA SOUMISSION will be presented by the French Center on Sun., April 27 at 8 p.m. in the Rehearsal Room of Jowett.

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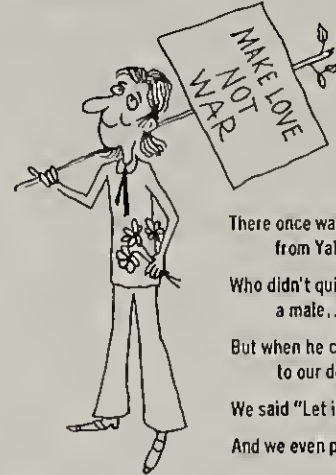
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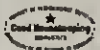
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